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| **Lesson Plan Feedback** |
| Your name:  Susan Gotwals |
| Partner’s name:  Drifthnery Fabian |
| 1. What are the strengths of the lesson (include aspects such as content, structure, UDL, accommodations, assessment, etc.)? |
| I re-read the UDL powerpoint and it seems you have this covered well. You have provided technology, hands-on concrete materials (if the labels are provided), and have a way for all students to regulate their involvement and be held accountable for it. I’m sure you have some way to provide consequences for students who might be less than willing to cooperate with their group. This looks doable in one class period depending upon your length of time. I like your round robin method of holding students accountable and I think 15 seconds to communicate their ideas is about the right time for students to respond without dead time. I like the way you pair up your students and I use this method also in my classroom. |
| 2. What are potential areas for improvement? |
| Benchmark and access points are for 7th grade but the lesson plan is for 8th graders. You may want to change the lesson plan for 7th grade. As I currently understand access points, they are designed to be on the grade level the student is currently in, so that the standards are met equally among all same level students. Since I’m no expert on Exceptional Education, you would know better if this 7th grade benchmark and access point is appropriate.  Since I’m not sure what the exact mathematics is in the lesson you might wish to make that more clear. For instance, what will the students do with the percents using addition, subtraction, multiplication and division? Will they be using those four operations with percent numbers? Then, will this be purely four operations on whole numbers with the addition of the % sign after the student performs the operations? How would this lead to a better understanding of proportionality. Similarity seems covered since you are comparing % numbers which is the whole idea. |
| 3. General Comments |
| I like your lesson because it applies mathematics to the real world and I think all students can benefit from those lessons. The application is what makes the mathematics have meaning. You may want to focus your lesson on a particular part of the label. For instance, daily value is listed along with grams of fat, etc. If you want to focus the lesson on percents and use proportionality, you will have to be comparing % numbers somehow. Nutrition labels are difficult for adults to read and I can imagine the problems in my classroom as students begin to compare different parts of the label to complete their top 5 things people should eat every day. Don’t forget that most of your fresh foods and meats may have no labels at all, so it will be difficult for students to add those to their top 5 without the information from the Health Department website. You might want to have the URL handy for students on the exact page they will need to look at. Better yet, create a quick wikispace for your students to access and add that link directly to it. It’s very easy to do and I have two wiki’s for my students when I want all students to be able to access the exact same information. It really streamlines the process when I don’t want them to have a 30 minute search and never end up finding the info. |